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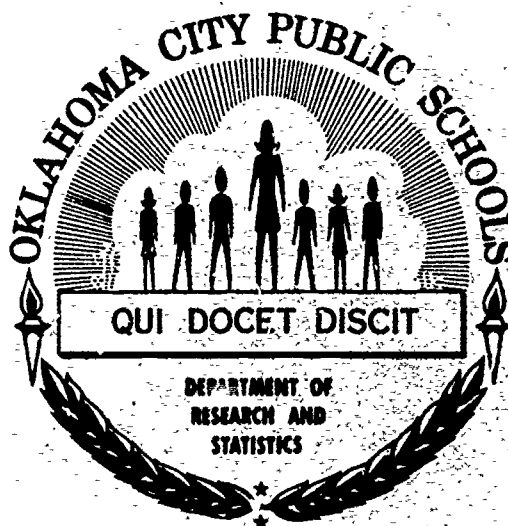
## ABSTRACT

Metropolitan Achievement Tests (MAT) and Otis-Lennon Mental Ability Tests were administered to elementary school students of the Oklahoma City Public Schools. Results of the testing are presented in tables and consist of: elementary school test results as compared to the national means in reading, language, and mathematics; a comparison of scores attained by elementary school students in 1972-73 and 1973-74; middle school test results in reading, language, and mathematics; and the percentages of students scoring in each grade level of the MAT in reading and mathematics, respectively. The test results in individual elementary and middle schools are profiled in the appendices. For each school the following kinds of information are presented: subtest grade equivalent score means, distances of the grade score means from the national norms, the mid-percentile ranks of the grade score means (another norm-referenced score), and the stanines associated with the mid-percentile ranks. Results are presented for purposes of comparison, but the evaluator must realize that test scores are highly dependent on socioeconomic background, home environment, heredity, and geographic locale. (RC)

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**1973-1974 GROUP STANDARDIZED  
TESTING REPORT**

**OKLAHOMA CITY PUBLIC SCHOOLS  
BILL LILLARD, SUPERINTENDENT  
OKLAHOMA CITY, OKLAHOMA**

**VOLUME 4 . . . NUMBER 6  
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1973-1974 GROUP STANDARDIZED TESTING  
REPORT OF THE OKLAHOMA CITY PUBLIC SCHOOLS

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This report was only possible to prepare due to the efforts of all of the administrators and teachers who administered the group tests or supervised their administration. When 50,000 or more tests are given to students in grades K-10, a great deal of work is undertaken.

Much of the success of the standardized testing program was due also to the efforts of Mrs. Shirley Bross, Group Testing Psychometrist, who administered the program and provided valuable in-service training for the schools. Finally, the efforts of David McReynolds, Director of Computer Services, ensured that the tests were scored and analyzed, and that appropriate statistical reports were readied for the preparation of the present report.

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## CHAPTER I

### INTRODUCTION

#### Background of the Present Report

Metropolitan Achievement Tests and Otis-Lennon Mental Ability Tests were first administered under the newly adopted standardized testing program to elementary students during 1972-1973. Testing committees met during all of 1971-72 and 1972-73 to select these tests and to recommend uses for them. These committees are standing committees, and they meet several times every year to review the present testing program and recommend changes as needed.

Also during 1972-1973, the Oklahoma City Public Schools were the first in the nation to adopt the new IBM EPIC:FAST (Fully Automated Scoring Technique) system for scoring standardized tests, conversion of raw scores to normalized scores, and printing out of all designated reports for individual students, schools, Title I and non-Title I regions, and the District. The output produced by EPIC:FAST contains the standard and most frequently used listings of individual students' scores, student profiles, student "gummed" labels, and statistical profiles.

The uses of these test results extend throughout the District, but it must be noted that normed tests, such as the ones presented in this report, are used mainly for comparative purposes at selected times of the year. Students' scores can be compared to those throughout the nation, to the District and Title I vs. non-Title I norms, and to students in other schools. Since test scores are highly dependent upon such factors as socioeconomic background, home environment, heredity, and geographic locale, comparisons are difficult to make. If an administrator wants to use standardized test

results to compare the effects of his or her school's reading program with another school's, he must be certain that (1) the objectives of the test matches the reading objectives for instruction in the two schools, and (2) the schools are rather closely matched on the four variables listed previously, e.g., socioeconomic background.

This evaluator believes that valid comparisons between program effects could be accomplished best with "objective-referenced" tests, which are under experimentation in Learning Centers and the E.S.A.A. program. Also, teachers can make better usage of objective-referenced tests to meet the needs of their students because the test measures the degree of attaining specific objectives. However, until objective-referenced tests become used more widely within this District and across the nation, comparisons of student outcomes will have to be made with present standardized, norm-referenced tests.

### Interpreting Test Scores

#### Definitions

1. Normal Curve: The normal curve is the probable distribution of test scores within any large group of students (see diagram, page 5). The curve indicates the percentage of students in the group who should attain each score on the test.
2. Mean: The arithmetic average of the scores; if scores range from 0 to 100, the mean is usually 50.
3. Standard Deviation: Standard deviations are points along the base of the normal curve which indicate the spread or range of students' scores; 68% of the students will have scores within the average range between -1 to +1 standard deviations on either side of the mean.
4. Percentile (%tile): Each percentile mean gives the percentage of students nationally who scored lower than the local average. For example, a student who scored at the 25th percentile on a test knows that 25% of all students scored lower than he, but 75% scored higher.
5. Intelligence Quotient (I.Q.): An Intelligence Quotient is a score which results from dividing one's mental age by his chronological age. The average I.Q. is 100, and 68% of all people have I.Q.'s between 84 and 116.



6. Grade equivalent scores: A grade equivalent score is a normalized score expressed in years and months. The average student beginning the fifth grade has a grade score of 5.0, which means five years plus zero months progress in school.
7. Quartiles: Quartiles are students' scores placed into four percentile groupings: the bottom fourth of students will be in the 1st quartile, the 2nd fourth will be in the 2nd quartile, etc. With a normal group of students, there will be an equal number of students' scores in each of the four quartiles.
8. Stanine: Stanines divide the baseline of the normal curve into nine equal segments, which helps teachers to group students quickly into two, three, four, or more groups. Three groups are usually devised according to stanines as follows: High achievement group--stanines 7-9  
Medium achievement group--stanines 4-6  
Low achievement group--stanines 1-3
9. Low average range: This is the range of test scores of students whose I.Q. scores are from 75-84.

### Comparing Types of Scores

On the normal curve the average score, called the mean, is the score at the highest point on the curve, and more students should obtain the mean than any other score on the test. The average percentile score is 50 as compared to the mean I.Q. of 100 or the mean grade score of 5.0 for beginning 5th graders. It is expected, then, that a new fifth year student with an I.Q. of 100 should score at the 50th percentile on standardized achievement tests and should be ready for fifth grade work.

As indicated in the diagram, p. 5, a fifth grader with an I.Q. of 84 is expected to score at the 16 percentile on standardized achievement tests and to be able to work at the 4.0 grade level without a high degree of frustration. If this student were forced to work at the same level as an average fifth grader, his frustration level would be too high and would seriously affect his present and future output. He would view himself as a failure which would impair his motivation for future achievement.

Half of all students are expected to be working below grade level if they are to be taught in accordance with their own ability levels. The bottom 10%

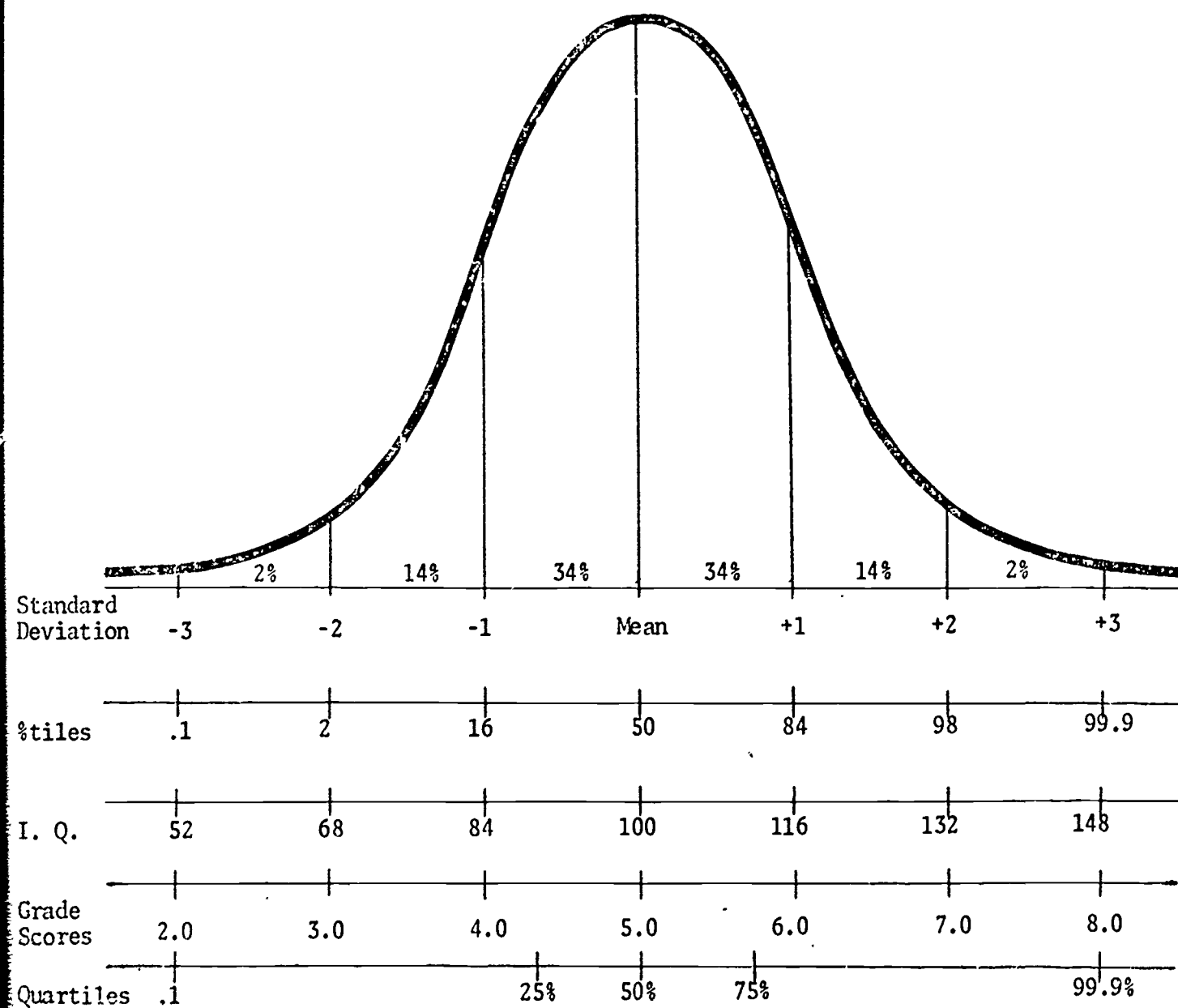
of any grade level should be participating in some special education program because achievement in a regular classroom will be impossible for them on a full time basis. These students will continually score at the 10th percentile or below on achievement tests because their I.Q. is about 75 or below.

Students whose I.Q. scores range from 75 to 84 will score from the 10th to the 16th percentile on achievement tests. These students all fall within the bottom fourth (Quartile I) of students in the District, and they will need special instruction by the teachers to keep them from falling further behind students in upper quartiles. Although these students score within the low average range, they cannot be expected to achieve at or above grade level norms.

Students at the upper or right-hand end of the curve who have I.Q.'s of about 120 or above are expected to score above the 85th percentile on achievement tests. These students will need enrichment activities in their classes, or they may be taught using materials from the next higher grade level.

The basic guidelines described above will apply to any other school system and not just Oklahoma City.

# THE NORMAL DISTRIBUTION OF FIFTH GRADE STUDENTS' TEST SCORES



## CHAPTER II

### ANALYSIS OF RESULTS

Table I

Table I presents the elementary school test results as compared to the national means in reading, language, and mathematics. The results are also given for Title I and non-Title I schools. First graders in Oklahoma City had a mean grade equivalent score of 2.1 in reading, which exceeded the national norm by 0.5 year. This may be interpreted to mean that, by the end of grade one, local students were one-half year ahead of the average student nationally. First graders also exceeded the national norm in math by 0.3 year.

At the fourth grade level, the local average reading score dropped below the national mean by 0.7 year, and the fifth grade mean was 0.6 year below the national mean. A steady decline was found in reading and math from grade 1 through 5, with the greatest drops occurring in grades 3 and 4. Reading and math scores in grades 1 and 2 exceeded the national mean and did not drop between the two years.

Non-Title I scores fall below those of the District because these schools have poverty levels which equal or exceed 16.54%. Poverty students have family backgrounds and a living environment which cause their test scores to fall consistently below the average.

Table II

To answer the question, "How did the elementary student score in 1973-74

TABLE I  
1973-1974 ELEMENTARY SCHOOL TEST RESULTS

District, Region	Grade in School	TOTAL READING				LANGUAGE				TOTAL MATH				MENTAL ABILITY		
		Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	National Norm	Local %ile	Average Stanine
Oklahoma City Schools	1	1.6	2.1	+ .5	--	--	--	1.6	1.9	+ .3	1.6	1.9	+ .3			
	2	2.4	2.9	+ .5	--	--	--	2.3	2.6	+ .3	2.3	2.6	+ .3			
	3	3.4	3.5	+ .1	3.9	3.6	- .3	3.6	3.5	--	3.6	3.5	--	50	43.5	5
	4	4.3	4.0	- .3	4.6	3.9	- .7	4.5	4.1	--	4.5	4.1	--			
	5	5.3	4.7	- .6	--	--	--	5.3	4.8	- .5	5.3	4.8	- .5	50	35.8	4
Non-Title I	1	1.6	2.2	+ .6	--	--	--	1.6	2.0	+ .4	1.6	2.0	+ .4			
	2	2.4	3.1	+ .7	--	--	--	2.3	2.7	+ .4	2.3	2.7	+ .4			
	3	3.4	3.7	+ .3	3.9	3.9	0	3.6	3.7	+ .1	3.6	3.7	+ .1	50	50.3	5
	4	4.3	4.3	0	4.6	4.2	- .4	4.5	4.3	- .2	4.5	4.3	- .2			
	5	5.3	5.2	.1	--	--	--	5.3	5.1	- .2	5.3	5.1	- .2	50	43.5	5
Title I	1	1.6	1.9	+ .3	--	--	--	1.6	1.8	+ .2	1.6	1.8	+ .2			
	2	2.4	2.6	+ .2	--	--	--	2.3	2.5	+ .2	2.3	2.5	+ .2			
	3	3.4	3.1	- .3	3.9	3.2	- .7	3.6	3.2	--	3.6	3.2	--	50	34.7	4
	4	4.3	3.6	- .7	4.6	3.6	-1.0	4.5	3.8	- .7	4.5	3.8	- .7			
	5	5.3	4.5	- .8	--	--	--	5.3	4.7	- .6	5.3	4.7	- .6	50	33.7	4

as compared to 1972-73," Table II was devised. In 1972-73, first graders scored above the reading norm by 0.2, whereas, during 1973-74, first graders exceeded the norm by 0.5 year (5 months) in reading. In math, 1972-73 first graders were at the national norm, but 1973-74 first graders exceeded the norm by 0.3 year.

The reader should note that some of the norms differed between the two years. This was necessary since the tests in the upper grades had to be administered during the middle of the year in 1973-74 to facilitate computer processing of the middle school tests, which were given for the first time in 1973-74.

By the fifth grade, 1972-73 students had fallen to 1.1 years below the national norm in reading and math. Fifth graders during 1973-74 had fallen to only one-half year below the norms, which is an improvement in reading and math achievement of about one-half year over 1972-73 fifth graders. These are very encouraging results for all teachers and administrators who worked so hard in 1973-74 to improve the reading skills at the elementary level.

The 1972-73 fourth graders who had fallen to 0.9 year below the norm in reading improved their 1973-74 fifth grade scores to only 0.6 year below the norm. Therefore, the rate of falling below the norm has been lessened at the fourth grade level. The rate of decreasing math scores was also lessened during 1973-74.

### Table III

Table III gives the middle school test results in reading, language, and math. The language area has increased importance at the middle school level, compared to the elementary grades. In grades 6-8, reading achievement decreased 0.5 year from 1 year below the norm to 1.5 years below the norm. During the same time, math remained constant at 0.9 year below the norm; the

TABUF II  
COMPARISON OF 1972-1973 AND 1973-1974 ELEMENTARY SCHOOL TEST RESULTS

Grade in School	READING						MATHEMATICS					
	1972-1973			1973-1974			1972-1973			1973-1974		
	National Norm	Local Mean	Distance From Norm	National Norm	Local Mean	Distance From Norm	National Norm	Local Mean	Distance From Norm	National Norm	Local Mean	Distance From Norm
1	1.8	2.0	+ .2	1.6	2.1	+ .5	1.8	1.8	0	1.6	1.9	+ .3
2	2.6	2.8	+ .2	2.4	2.9	+ .5	2.7	2.6	-.1	2.3	2.6	+ .3
3	3.5	3.4	-.1	3.4	3.5	+ .1	3.7	3.5	-.2	3.6	3.5	-.1
4	4.6	3.7	-.9	4.3	4.0	-.3	4.9	4.1	-.8	4.5	4.1	-.4
5	5.6	4.5	-1.1	5.3	4.7	-.6	5.6	4.7	-1.1	5.3	4.8	-.5

TABLE III  
1973-1974 MIDDLE SCHOOL TEST RESULTS

District, Region	Grade in School	TOTAL READING				LANGUAGE				TOTAL MATH			MENTAL ABILITY		
		Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	Nat'l Norm	Local Grade Equiv. Mean	Distance From Norm	National Norm	Local %ile	Average Stanine		
Oklahoma City Schools	6	6.6	5.6	-1.0	7.0	4.5	-2.5	6.6	5.7	-.9					
	7	7.3	6.1	-1.2	7.8	5.9	-1.9	7.3	6.4	-.9	50	41.1	5		
	8	8.4	6.9	-1.5	9.0	6.1	-2.9	8.2	7.3	-.9					
	9										50	34.1	4		
Non-Title I	6	6.6	5.9	-.7	7.0	4.7	-2.3	6.6	6.0	-.6					
	7	7.3	6.4	-.9	7.8	6.2	-1.6	7.3	6.7	-.6	50	45.5	5		
	8	8.4	7.2	-1.2	9.0	6.3	-2.7	8.2	7.6	-.6					
	9										50	36.0	4		
Title I	6	6.6	5.0	-1.6	7.0	4.0	-3.0	6.6	5.2	-1.4					
	7	7.3	5.4	-.9	7.8	5.5	-2.3	7.3	5.8	-1.5	50	32.7	4		
	8	8.4	6.4	-2.0	9.0	5.8	-3.2	8.2	6.8	-1.6					
	9										50	25.7	4		



actual growth from grades 6-8 in math was 1.6 years.

The distance of reading and math achievement scores below the national norms correlated with the mental ability scores in grades 7 and 9, which also fell below the norms. The increasing decline in mental ability from grade 7 to 9 was accompanied by a similar decline in reading scores, as compared to the norms; this same pattern existed at the elementary level.

#### Tables IV and V

Tables IV and V present the percentages of students scoring in each grade level of the Metropolitan Achievement Tests in reading and math, respectively. Because the grade scores were limited by the test developers to extend from 1 to 9, the test presents a "high floor" for first and second graders, i.e., their scores cannot fall below 1.0 year. No doubt there were many students, especially in Title I schools, whose scores could have been less than 1.0.

The scores of seventh, eighth, and ninth graders were limited by the "low ceiling" of the test. A large percentage of the higher scores were limited to a grade score of 9.0, while many of the scores should have been allowed to extend more normally up through 12.0 year. Other than these norm limitations, the frequency of students scoring at higher grade scores increased according to the age of the students.

#### Appendices A-D

The test results in individual elementary and middle schools are profiled in Appendices A-D. For each school the following kinds of information are presented: subtest grade equivalent score means, distances of the grade score means from the national norms given in Tables I and III, the mid-percentile ranks of the grade score means (another norm-referenced score), and the stanines associated with the mid-percentile ranks. These different types of

TABLE IV

PERCENTAGES OF STUDENTS SCORING IN EACH GRADE LEVEL  
OF THE METROPOLITAN ACHIEVEMENT TESTS: TOTAL READING

Grade/Group	Grade Scores								
	1	2	3	4	5	6	7	8	9
1/Oklahoma City Public Schools	50	38	8	3					
Non-Title I	40	45	11	4					
Title I	66	28	4	2					
2/Oklahoma City Public Schools	14	51	22	6	2	3	0	2	
Non-Title I	9	48	25	8	3	4	0	2	
Title I	20	55	17	3	1	1	0	2	
3/Oklahoma City Public Schools	10	30	31	15	7	4	1	1	
Non-Title I	7	26	32	18	9	4			
Title I	14	37	29	12	5	2			
4/Oklahoma City Public Schools	6	20	29	18	13	8	2	2	1
Non-Title I	6	16	26	20	15	10	3	3	2
Title I	8	26	33	15	10	5	1	1	1
5/Oklahoma City Public Schools	2	11	25	22	16	13	5	3	3
Non-Title I	3	8	17	18	19	17	8	4	5
Title I	2	12	28	23	15	12	4	2	2
6/Oklahoma City Public Schools	1	7	16	18	17	16	10	5	9
Non-Title I		5	13	17	17	18	12	6	12
Title I	2	12	21	19	17	13	7	4	5
7/Oklahoma City Public Schools		4	16	17	13	13	11	8	17
Non-Title I		3	13	16	12	13	12	9	21
Title I	1	6	21	21	13	11	11	6	9
8/Oklahoma City Public Schools		2	9	13	10	14	12	11	28
Non-Title I		2	7	12	10	12	13	12	32
Title I		3	13	15	12	17	11	8	20

normalized scores were presented because educators and laymen seem to find one that is more understandable than the others.

The data in the appendices also give a fair profile of each school by comparing the achievement, mental ability, and poverty means. A non-Title I school which is well above the norm in achievement probably received pluses

TABLE V

PERCENTAGES OF STUDENTS SCORING IN EACH GRADE LEVEL  
OF THE METROPOLITAN ACHIEVEMENT TESTS: TOTAL MATH

Grade/Group	Grade Score								
	1	2	3	4	5	6	7	8	9
1/Oklahoma City Public Schools	57	33	9	1	1				
Non-Title I	50	37	10	1	2				
Title I	68	27	5	1	1				
2/Oklahoma City Public Schools	16	52	25	6	3	1			
Non-Title I	11	50	28	8	2	1			
Title I	18	56	21	4	1				
3/Oklahoma City Public Schools	6	22	43	19	8	2			
Non-Title I	4	18	41	23	10	3	1		
Title I	8	28	45	14	4	1			
4/Oklahoma City Public Schools	2	12	34	26	18	6	1	1	
Non-Title I	2	11	33	26	18	6	1	1	
Title I	4	15	41	24	13	3	1	1	
5/Oklahoma City Public Schools		2	21	36	24	12	3	1	
Non-Title I		2	16	31	26	17	4	3	1
Title I		3	22	38	24	10	2	1	
6/Oklahoma City Public Schools		1	11	25	23	19	9	7	5
Non-Title I		1	8	21	22	22	10	9	7
Title I		2	15	31	26	13	7	3	2
7/Oklahoma City Public Schools		1	7	20	17	20	13	11	12
Non-Title I		1	5	16	16	19	14	13	16
Title I	1	1	10	26	20	21	12	6	5
8/Oklahoma City Public Schools			3	10	13	19	12	14	29
Non-Title I			2	9	12	18	11	14	34
Title I			4	12	15	23	14	14	17

all the way down in the "Distance from Norm" column, which meant that it was on the upper or positive side of all the norms. A non-Title I school that had minuses in mental ability and poverty level could hardly expect to have anything but minuses in achievement.

Some schools were on the positive side in achievement (above the norm) in

the early grades but fell below the norm and had minuses in grades 3, 4, and 5. Much of this decline results from the declining mental ability scores in the upper grades.

### CHAPTER III

#### SUMMARY AND CONCLUSIONS

1. By the end of grade one, local students were one-half year ahead of the average student nationally in reading and 0.3 year (3 months) ahead in math.
2. At the fourth grade level, the local average reading score dropped below the national mean by 0.3 year, and the fifth grade reading mean was 0.6 year below the norm.
3. A steady decline was found in reading and math in grades 1-5 with the greatest drops occurring in grades 3 and 4.
4. Reading and math scores in grades 1 and 2 exceeded the national norms.
5. The decline in achievement scores paralleled the decline in mental ability scores in the upper grades.
6. First grade reading and math scores in 1973-74 exceeded 1972-73 test results by 0.3 year or 3 months; therefore, first grade classes in 1973-74 were 3 months ahead of where they were during the previous year.
7. 1973-74 fifth graders exceeded the 1972-73 math and reading means by about one-half year, which was an increase over the first grade results.
8. The 1972-73 fourth graders who had fallen to 0.9 year below the norm in reading improved their 1973-74 fifth grade scores to only 0.6 year below the norm, which is a 3 month gain on the norm.
9. The rate of falling below the national norms in reading and math during 1972-73 was lessened such that 1973-74 students regained some achievement losses, as compared to the previous year.
10. In grades 6-8, reading achievement declined 0.5 year from 1 year to 1.5 years below the norm. No comparable data were available during 1972-73 to make comparisons of decreases.
11. In grades 6-8, math achievement remained constant at 0.9 year below the norms; the actual growth in math from grades 6-8 was 1.6 years.
12. The direction and distance of local achievement means from the national norms in each school were dependent upon the poverty level and mental ability scores of the school.

APPENDIX A  
NON-TITLE I K-4 AND K-5 SCHOOLS

## ARTHUR

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	70	6
	Total Math	1.8	+ .2	50	5
2	Total Reading	2.9	+ .5	62	6
	Total Math	2.9	+ .6	58	5
3	Total Reading	3.2	- .2	40	5
	Language	3.2	- .7	32	4
	Total Math	3.3	- .3	28	4
4	Total Reading	3.7	- .6	37	4
	Language	3.6	- 1.0	29	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-12	38	4
% Poverty			+ 4.2	12.3	

## BELLE ISLE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	1.6	0	40	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.9	+ .6	58	5
3	Total Reading	3.3	- .1	42	5
	Language	3.5	- .4	40	5
	Total Math	3.3	- .3	32	4
4	Total Reading	3.7	- .6	37	4
	Language	3.5	- 1.1	27	4
	Total Math	3.7	- .8	26	4
3	Mental Ability		+ 1	51	5
% Poverty			+ 2.4	14.1	



## BODINE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.8	+ .2	48	5
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.2	- .2	40	5
	Language	3.0	0	26	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.3	- 1.0	26	4
	Language	3.2	- 1.4	21	3
	Total Math	3.4	- 1.1	17	3
5	Mental Ability		- 5	45	5
% Poverty			+ 5.1	11.4	

## BRITTON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.7	+ 1.1	92	8
	Total Math	1.6	0	40	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.3	- .1	42	5
	Language	5.0	+ 1.1	79	6
	Total Math	3.6	0	44	5
4	Total Reading	3.8	- .5	40	5
	Language	4.1	- .5	40	5
	Total Math	4.4	- .1	47	5
3	Mental Ability		+ 4	54	5
% Poverty			+ 9.3	7.2	

## BUCHANAN

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	2.0	+ .4	56	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	- .2	38	4
3	Total Reading	3.3	- .1	42	5
	Language	3.0	- .9	26	4
	Total Math	3.3	- .3	32	4
4	Total Reading	3.7	- .6	37	4
	Language	3.7	- .9	32	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		- .2	48	5
% Poverty			+ 1.8	14.7	

## BURBANK

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.3	+ .7	82	7
	Total Math	2.4	+ .8	80	7
2	Total Reading	2.8	+ .4	56	5
	Total Math	2.9	+ .6	58	5
3	Total Reading	3.3	- .1	42	5
	Language	3.4	- .5	38	4
	Total Math	3.3	- .3	32	4
4	Total Reading	3.9	- .4	42	5
	Language	4.1	- .5	40	5
	Total Math	4.1	- .4	38	4
3	Mental Ability		+ 4	54	5
% Poverty			+10.2	6.3	

## COOLIDGE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>%</del>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	1.8	+ .2	50	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.5	+ .1	50	5
	Language	3.4	- .5	38	4
	Total Math	3.6	0	44	5
4	Total Reading	4.6	+ .3	59	5
	Language	4.5	- .1	46	5
	Total Math	4.5	0	50	5
3	Mental Ability		- 2	48	5
% Poverty			+ 2.3	14.2	

## FILLMORE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	2.0	+ .4	58	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.2	- .2	40	5
	Language	3.5	- .4	40	5
	Total Math	3.4	- .2	34	4
4	Total Reading	3.8	- .5	40	5
	Language	3.7	- .9	32	4
	Total Math	4.1	- .4	38	4
3	Mental Ability		- 5	45	5
% Poverty			+ 2.1	14.4	

## GARFIELD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.6	0	36	4
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.2	- .2	40	5
	Language	3.7	- .2	44	5
	Total Math	3.4	- .2	34	4
4	Total Reading	3.7	- .6	37	4
	Language	3.7	- .9	32	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-10	40	5
% Poverty			+ 6.9	9.6	

## HARRISON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\%</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.8	+ .2	46	5
	Total Math	1.7	+ .1	46	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.1	- .3	36	4
	Language	3.1	- .8	28	4
	Total Math	3.5	- .1	38	4
4	Total Reading	3.5	- .8	31	4
	Language	4.1	- .5	40	5
	Total Math	3.9	- .6	32	4
3	Mental Ability		-10	40	5
% Poverty			+ 5.1	11.4	



## HAYES

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.8	+ .2	46	5
	Total Math	1.8	+ .2	50	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.7	+ .4	50	5
3	Total Reading	3.3	- .1	42	5
	Language	4.0	+ .1	50	5
	Total Math	3.7	+ .1	48	5
4	Total Reading:	3.6	- .7	34	4
	Language	3.4	- 1.2	25	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		- 5	45	5
% Poverty			+ 6.9	9.6	

## HENRY

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	70	6
	Total Math	1.7	+ .1	42	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.5	+ .1	50	5
	Language	3.2	- .7	32	4
	Total Math	3.6	0	44	5
4	Total Reading	3.1	- 1.2	21	3
	Language	3.5	- 1.1	27	4
	Total Math	3.7	- .8	26	4
3	Mental Ability		-10	40	5
% Poverty			+ 3.7	12.8	

## HILLCREST

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	74	6
	Total Math	2.0	+ .4	56	5
2	Total Reading	2.9	+ .5	62	6
	Total Math	2.8	+ .5	54	5
3	Total Reading	3.6	+ .2	54	5
	Language	3.9	0	48	5
	Total Math	3.8	+ .2	52	5
4	Total Reading	4.2	- .1	48	5
	Language	4.5	- .1	46	5
	Total Math	4.5	0	50	5
3	Mental Ability		+ 4	54	5
% Poverty			+ 7.7	8	

## HORACE MANN

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	70	6
	Total Math	2.1	+ .5	66	6
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.9	+ .6	58	5
3	Total Reading	3.9	+ .5	64	6
	Language	4.3	+ .4	56	5
	Total Math	4.6	+ 1.0	74	6
4	Total Reading	3.8	- .5	40	5
	Language	3.9	- .7	35	4
	Total Math	4.1	- .4	38	4
5	Total Reading	5.6	+ .3	55	5
	Total Math	5.5	+ .2	59	5
3	Mental Ability		+18	68	6
5	Mental Ability		- 7	43	5
% Poverty			+ 6.5	10.0	

## JOHNSON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	2.1	+ .5	62	6
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.5	+ .1	50	5
	Language	3.7	- .2	44	5
	Total Math	3.8	+ .2	52	5
4	Total Reading	4.1	- .2	45	5
	Language	4.1	- .5	40	5
	Total Math	4.2	- .3	41	5
3	Mental Ability		+ 1	51	5
% Poverty			+ 6.5	10.0	

## KAISER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	74	6
	Total Math	2.2	+ .6	68	6
2	Total Reading	2.8	+ .4	56	5
	Total Math	2.9	+ .6	58	5
3	Total Reading	3.3	- .1	42	5
	Language	3.3	- .6	34	4
	Total Math	3.5	- .1	38	4
4	Total Reading	3.8	- .5	40	5
	Language	3.6	- 1.0	29	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-12	38	4
$\frac{1}{2}$ Poverty			+ 2.7	13.8	

## LA FAYETTE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.6	0	36	4
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.2	- .2	40	5
	Language	3.2	- .7	32	4
	Total Math	3.6	0	44	5
4	Total Reading	3.7	- .6	37	4
	Language	3.2	- 1.4	21	3
	Total Math	4.0	- .5	35	4
3	Mental Ability		- 7	43	5
% Poverty			+ .3	16.2	

## LONE STAR

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	3.0	+ .7	62	6
3	Total Reading	3.7	+ .3	58	5
	Language	4.8	+ .9	68	6
	Total Math	3.9	+ .3	56	5
4	Total Reading	4.4	+ .1	53	5
	Language	4.8	+ .2	55	5
	Total Math	4.4	- .1	47	5
3	Mental Ability		+ 4	54	5
% Poverty			+ 8.6	7.9	



## MADISON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.2	+ .6	78	7
	Total Math	2.1	+ .5	62	6
2	Total Reading	2.3	- .1	28	4
	Total Math	2.4	+ .1	24	4
3	Total Reading	3.4	0	46	5
	Language	2.4	- .5	38	4
	Total Math	3.4	- .2	34	4
4	Total Reading	3.7	- .6	37	4
	Language	3.9	- .7	35	4
	Total Math	3.8	- .7	29	4
3	Mental Ability		- 7	43	5
% Poverty			+ .8	15.7	

## MAYFAIR

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.8	+ .5	54	5
3	Total Reading	3.5	+ .1	50	5
	Language	3.9	7	48	5
	Total Math	3.6		40	5
4	Total Reading	4.4	+ .1	53	5
	Language	4.7	+ .1	52	5
	Total Math	4.4	- .1	47	5
3	Mental Ability		+ 1	51	5
% Poverty			+ 2.1	14.4	

## MCKINLEY

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.5	+ .7	86	7
	Total Math	2.0	+ .4	58	5
2	Total Reading	2.8	+ .4	56	5
	Total Math	2.8	+ .5	54	5
3	Total Reading	3.9	+ .5	64	6
	Language	5.0	+ 1.1	70	6
	Total Math	4.1	+ .5	62	6
4	Total Reading	4.4	+ .1	53	5
	Language	4.0	- .6	37	4
	Total Math	4.7	+ .2	56	5
3	Mental Ability		+ 1	51	5
½ Poverty			+ 5.2	11.3	

## MONROE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	1.6	0	40	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.5	+ .1	50	5
	Language	4.1	+ .2	52	5
	Total Math	3.7	+ .1	48	5
4	Total Reading	4.2	- .1	48	5
	Language	4.5	- .1	46	5
	Total Math	4.3	- .2	44	5
3	Mental Ability		+ 1	51	5
% Poverty			+ 1.8	14.7	

## NICHOLS HILLS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	1.5	- .1	32	4
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.8	+ .4	60	6
	Language	3.5	- .4	40	5
	Total Math	3.7	+ .1	48	5
4	Total Reading	4.2	- .1	48	5
	Language	4.1	- .5	40	5
	Total Math	4.2	- .3	41	5
5	Total Reading	5.7	+ .4	58	5
	Total Math	5.2	- .1	48	5
3	Mental Ability		+ 7	57	5
5	Mental Ability		- 1	49	5
% Poverty			+10.8	5.7	

## NORTH HIGHLAND

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.6	0	40	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.2	- .2	40	5
	Language	3.3	- .6	34	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.3	- 1.0	26	4
	Language	3.3	- 1.3	23	4
	Total Math	3.7	- .8	26	4
5	Total Reading	3.2	- 1.9	8	2
	Total Math	4.5	- .8	27	4
3	Mental Ability		-17	33	4
5	Mental Ability		-19	31	4
½ Poverty			+ 6.2	10.3	

## OAKRIDGE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	70	6
	Total Math	2.1	+ .5	62	6
2	Total Reading	2.7	+ .3	52	5
	Total Math	3.1	+ .8	66	6
3	Total Reading	3.7	+ .3	58	5
	Language	5.3	+ 1.4	76	6
	Total Math	3.8	+ .2	52	5
4	Total Reading	3.8	- .5	40	5
	Language	3.1	- 1.5	17	3
	Total Math	3.9	- .6	32	4
3	Mental Ability		+ 7	57	5
% Poverty			+11	5.5	

## PARMELEE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.6	+ .2	54	5
	Language	3.6	- .3	42	5
	Total Math	3.6	0	40	5
4	Total Reading	3.9	- .4	42	5
	Language	4.1	- .5	40	5
	Total Math	4.3	- .2	44	5
3	Mental Ability		+ 7	57	5
% Poverty			+ 8	8.5	



## PRAIRIE QUEEN

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	70	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.7	+ .4	50	5
3	Total Reading	3.6	+ .2	54	5
	Language	3.9	0	48	5
	Total Math	3.9	+ .3	56	5
4	Total Reading	3.8	- .5	40	5
	Language	4.1	- .5	40	5
	Total Math	4.2	- .3	41	5
3	Mental Ability		+ 1	51	5
% Poverty			+10.3	6.2	

## QUAIL CREEK

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.3	+ .8	86	7
	Total Math	2.7	+ 1.1	89	8
2	Total Reading	4.3	+ .9	90	8
	Total Math	3.1	+ .8	70	6
3	Total Reading	4.2	+ .8	88	6
	Language	4.6	+ .7	62	6
	Total Math	4.2	+ .6	66	6
4	Total Reading	5.2	+ .9	69	6
	Language	5.6	+ 1.0	70	6
	Total Math	5.4	+ .9	75	6
3	Mental Ability		+20	70	6
½ Poverty			+ 6.8	9.7	

## RANCHO

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	2.0	+ .4	58	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.4	0	46	5
	Language	3.5	- .4	40	5
	Total Math	4.1	+ .5	62	6
4	Total Reading	3.8	- .5	40	5
	Language	4.1	- .5	40	5
	Total Math	4.1	- .4	38	4
3	Mental Ability		+ 1	51	5
% Poverty			+ 8.7	7.8	

## RIDGEVIEW

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	74	6
	Total Math	2.0	+ .4	58	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.7	+ .4	50	5
3	Total Reading	3.8	+ .4	60	6
	Language	4.1	+ .2	52	5
	Total Math	3.9	+ .3	56	5
4	Total Reading	3.8	- .5	40	5
	Language	4.3	- .3	43	5
	Total Math	4.0	- .5	35	4
3	Mental Ability		+ 9	59	5
‡ Poverty			+10.2	6.3	

## SOUTHERN HILLS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>3</del>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading <sup>0</sup>	2.2	+ .6	78	7
	Total Math	2.3	+ .7	74	6
2	Total Reading	2.8	+ .4	56	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.6	+ .2	54	5
	Language	4.5	+ .6	58	5
	Total Math	3.8	+ .2	52	5
4	Total Reading	4.4	+ .1	53	5
	Language	4.1	- .5	40	5
	Total Math	4.3	- .2	44	5
3	Mental Ability		+12	62	6
% Poverty			+ 8.7	7.8	

## STONEGATE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.2	+ .6	78	7
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.8	+ .4	56	5
	Total Math	3.0	+ .7	62	6
3	Total Reading	4.4	+ 1.0	74	6
	Language	4.6	+ .7	62	6
	Total Math	4.3	+ .7	68	6
4	Total Reading	4.9	+ .6	64	6
	Language	5.1	+ .5	61	6
	Total Math	4.9	+ .4	63	6
3	Mental Ability		+20	70	6
% Poverty			+13.5	3.0	

## SUNSET

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	74	6
	Total Math	1.8	+ .2	50	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.8	+ .5	54	5
3	Total Reading	3.7	+ .3	58	5
	Language	4.0	+ .1	50	5
	Total Math	3.6	0	44	5
4	Total Reading	4.5	+ .2	56	5
	Language	4.6	0	49	5
	Total Math	4.7	+ .2	56	5
3	Mental Ability		+ 9	59	5
½ Poverty			+ 9.5	7.0	

## TELSTAR

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.5	- .1	28	4
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.4	+ .1	28	4
3	Total Reading	3.1	- .3	36	4
	Language	3.4	- .5	38	4
	Total Math	3.3	- .3	32	4
4	Total Reading	3.4	- .9	28	4
	Language	3.5	- 1.1	27	4
	Total Math	3.7	- .8	26	4
3	Mental Ability		-17	33	4
% Poverty			+ 5.9	10.6	



## VALLEY BROOK

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.6	0	40	5
2	Total Reading	3.4	+ 1.0	78	7
	Total Math	2.3	0	20	3
3	Total Reading	3.3	- .1	42	5
	Language	3.1	- .8	28	4
	Total Math	3.3	- .3	32	4
4	Total Reading	3.3	- 1.0	26	4
	Language	3.6	- 1.0	29	4
	Total Math	4.0	- .5	35	4
3	Mental Ability		-10	40	5
% Poverty			+ 1.5	15.0	

## VAN BUREN

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	56	5
	Total Math	1.6	0	36	4
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.4	0	46	5
	Language	3.6	- .3	42	5
	Total Math	3.8	+ .2	52	5
4	Total Reading	3.6	- .7	34	4
	Language	3.4	- 1.2	25	4
	Total Math	4.0	- .5	35	4
3	Mental Ability		-10	40	5
% Poverty			+ 3.7	12.8	

## WEST NICHOLS HILLS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.8	+ .2	46	5
	Total Math	1.7	+ .1	46	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	2.7	+ .4	50	5
3	Total Reading	3.6	+ .2	54	5
	Language	4.0	+ .1	50	5
	Total Math	3.6	0	44	5
4	Total Reading	4.6	+ .3	59	5
	Language	5.1	+ .5	61	6
	Total Math	4.7	+ .2	56	5
3	Mental Ability		+ 4	54	5
% Poverty			+ .8	15.7	

## WESTERN VILLAGE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.7	+ .4	50	5
3	Total Reading	3.7	+ .3	58=	5
	Language	3.7	- .2	44	5
	Total Math	3.7	+ .1	48	5
4	Total Reading	4.4	+ .1	53	5
	Language	4.6	0	49	5
	Total Math	4.7	+ .2	56	5
3	Mental Ability		+15	65	6
% Poverty			+11	5.5	

APPENDIX B  
TITLE I K-4 AND K-5 SCHOOLS

## ADAMS

<u>Grade:</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.7	+ .1	40	5
	Total Math	1.5	- .1	28	4
2	Total Reading	2.4	0	34	4
	Total Math	2.4	+ .1	28	4
3	Total Reading	2.9	- .5	30	4
	Language	3.2	- .7	32	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.2	- 1.1	23	4
	Language	3.3	- 1.3	23	4
	Total Math	3.6	- .9	21	3
3	Mental Ability		-14	36	4
‡ Poverty			- 2.0	18.5	

## ARCADIA

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.6	0	26	4
	Total Math	1.5	- .1	32	4
2	Total Reading	2.4	0	34	4
	Total Math	2.3	0	16	3
3	Total Reading	3.0	- .4	34	4
	Language	3.4	- .5	38	4
	Total Math	3.5	- .1	38	4
4	Total Reading	3.2	- 1.1	23	4
	Language	3.2	- 1.4	21	3
	Total Math	3.4	- 1.1	17	3
5	Total Reading	4.1	- 1.2	22	3
	Total Math	4.3	- 1.0	21	3
5	Mental Ability		-19	31	4
% Poverty			- 0.4	16.9	

## CLEVELAND

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.1	+ .5	70	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	---	-----	--	-
	Total Math	3.1	+ .8	70	6
3	Total Reading	3.9	+ .5	64	6
	Language	---	-----	--	-
	Total Math	4.1	+ .5	62	6
4	Total Reading	4.2	- .1	48	5
	Language	4.1	- .5	40	5
	Total Math	4.4	- .1	47	5
3	Mental Ability		+ 4	54	5
% Poverty			- 2.7	19.2	



## COLUMBUS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.7	+ .1	36	4
	Total Math	1.7	+ .1	46	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.4	+ .1	24	4
3	Total Reading	2.6	- .8	22	3
	Language	3.2	- .7	32	4
	Total Math	2.8	- .8	14	3
4	Total Reading	3.2	- 1.1	23	4
	Language	3.3	- 1.3	23	4
	Total Math	3.4	- 1.1	17	3
5	Total Reading	4.3	- 1.0	26	4
	Total Math	4.4	- .9	24	4
3	Mental Ability		-24	26	4
5	Mental Ability		-18	32	4
% Poverty			-26.0	42.5	

## DAVIS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	1.7	+ .1	42	5
2	Total Reading	2.1	- .3	16	3
	Total Math	2.3	0	20	3
3	Total Reading	3.3	- .1	42	5
	Language	3.5	- .4	40	5
	Total Math	3.5	- .1	38	4
4	Total Reading	3.4	- .9	28	4
	Language	3.7	- .9	32	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-26	24	4
% Poverty			-11.7	28.2	

## EDGE WIRE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.8	+ .2	46	5
	Total Math	1.6	0	36	4
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.2	- .2	40	5
	Language	3.1	- .7	28	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.5	- .8	31	4
	Language	3.9	- .7	35	4
	Total Math	3.7	- .8	26	4
5	Total Reading	3.1	- 2.2	7	2
	Total Math	5.0	- .3	44	5
3	Mental Ability		-21	29	4
5	Mental Ability		-14	36	4
% Poverty			- 9.1	25.6	

## EUGENE FIELD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	1.8	+ .2	48	5
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.4	+ .1	24	4
3	Total Reading	3.1	- .3	36	4
	Language	3.2	- .7	32	4
	Total Math	3.4	- .2	34	4
4	Total Reading	3.6	- .7	34	4
	Language	3.6	- 1.0	29	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-14	36	4
% Poverty			- 9.0	25.5	

## GATEWOOD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	2.2	+ .6	68	6
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.4	0	46	5
	Language	3.7	- .2	44	5
	Total Math	3.6	0	40	5
4	Total Reading	3.9	- .4	42	5
	Language	4.5	- .1	46	5
	Total Math	4.2	- .3	41	5
3	Mental Ability		- 5	45	5
$\frac{1}{2}$ Poverty			- 0.3	17.3	

## HAWTHORNE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	1.8	+ .2	50	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.6	+ .2	54	5
	Language	4.3	+ .4	56	5
	Total Math	3.6	0	40	5
4	Total Reading	3.7	- .6	37	4
	Language	3.7	- .9	32	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		+ 1	51	5
% Poverty			-14.5	31.0	

## HERONVILLE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.8	+ .2	46	5
	Total Math	1.5	- .1	32	4
2	Total Reading	2.7	+ .3	52	5
	Total Math	3.0	+ .7	62	6
3	Total Reading	3.1	- .3	36	4
	Language	2.6	- 1.3	18	3
	Total Math	3.6	0	40	5
4	Total Reading	3.7	- .6	37	4
	Language	4.0	- .6	37	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-14	36	4
½ Poverty			- 6.1	22.6	

## LEE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tille Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.6	0	26	4
	Total Math	1.5	- .1	28	4
2	Total Reading	2.3	- .1	23	4
	Total Math	2.3	0	20	3
3	Total Reading	2.9	- .5	30	4
	Language	3.3	- .6	34	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.4	- .9	28	4
	Language	4.0	- .6	37	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-12	38	4
% Poverty			-15.5	32.0	



## LINWOOD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	1.9	+ .3	54	5
2	Total Reading	2.8	+ .4	56	5
	Total Math	2.9	+ .6	58	5
3	Total Reading	3.1	- .3	36	4
	Language	3.5	- .4	40	5
	Total Math	3.4	- .2	34	4
4	Total Reading	3.9	- .4	42	5
	Language	4.3	- .3	43	5
	Total Math	4.5	0	50	5
3	Mental Ability	-	- 7	43	5
% Poverty			- 9.6	26.1	

## MARK TWAIN

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.6	0	30	4
	Total Math	1.5	- .1	28	4
2	Total Reading	2.4	0	34	4
	Total Math	2.7	+ .4	50	5
3	Total Reading	2.5	- .9	20	3
	Language	2.6	- 1.3	18	3
	Total Math	3.1	- .5	23	4
4	Total Reading	3.1	- 1.2	21	3
	Language	3.0	- 1.6	15	3
	Total Math	3.6	- .9	21	3
5	Total Reading	4.0	- 1.3	22	3
	Total Math	4.0	- 1.3	14	3
3	Mental Ability		-34	16	3
5	Mental Ability		-26	24	4
% Poverty			-36.1	52.6	

## PIERCE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	2.1	+ .5	62	6
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.1	- .3	36	4
	Language	2.6	- 1.3	18	3
	Total Math	3.2	- .4	26	4
4	Total Reading	3.4	- .9	28	4
	Language	3.4	- 1.2	25	4
	Total Math	3.7	- .8	26	4
3	Mental Ability		- 7	43	5
‡ Poverty			- 2.9	19.4	

## PUTNAM HEIGHTS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	66	6
	Total Math	1.7	+ .1	46	5
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.6	+ .3	44	5
3	Total Reading	3.3	- .1	42	5
	Language	3.9	0	48	5
	Total Math	3.4	- .2	34	4
4	Total Reading	3.9	- .4	42	5
	Language	4.0	- .6	37	4
	Total Math	3.8	- .7	29	4
3	Mental Ability		- 7	43	5
% Poverty			- 6.4	22.9	

## RIVERSIDE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.4	- .2	16	3
	Total Math	1.3	- .3	12	3
2	Total Reading	2.4	0	34	4
	Total Math	1.9	- .4	8	2
3	Total Reading	2.8	- .6	28	4
	Language	2.6	- 1.3	18	3
	Total Math	2.8	- .8	14	3
4	Total Reading	3.0	- 1.3	19	3
	Language	2.5	- 2.1	8	2
	Total Math	3.2	- 1.3	11	3
5	Total Reading	4.7	- .6	37	4
	Total Math	4.6	- .7	30	4
3	Mental Ability		-24	26	4
5	Mental Ability		-16	34	4
% Poverty			-41.5	58.0	

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## ROCKWOOD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.7	+ .1	36	4
	Total Math	1.5	- .1	28	4
2	Total Reading	2.3	- .1	28	4
	Total Math	2.3	0	20	3
3	Total Reading	2.9	- .5	30	4
	Language	3.0	- .9	26	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.2	- 1.1	23	4
	Language	3.3	- 1.3	23	4
	Total Math	3.5	- 1.0	19	3
3	Mental Ability		-14	36	4
% Poverty			-16.3	32.8	

## ROSS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	1.7	+ .1	42	5
2	Total Reading	2.4	0	34	4
	Total Math	2.8	+ .5	54	5
3	Total Reading	2.9	- .5	30	4
	Language	2.6	- 1.3	18	3
	Total Math	3.3	- .3	32	4
4	Total Reading	3.5	- .8	31	4
	Language	3.0	- 1.6	15	3
	Total Math	3.4	- 1.1	17	3
5	Total Reading	4.2	- 1.1	24	4
	Total Math	4.4	- .9	24	4
3	Mental Ability		-14	36	4
5	Mental Ability		-26	24	4
‡ Poverty			-16.7	33.2	

## SEQUOYAH

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.4	+ .8	88	7
	Total Math	1.8	+ .2	50	5
2	Total Reading	2.7	+ .3	52	5
	Total Math	3.0	+ .7	62	6
3	Total Reading	3.3	- .1	42	5
	Language	3.4	- .5	38	4
	Total Math	3.4	- .2	34	4
4	Total Reading	3.6	- .7	34	4
	Language	3.9	- .7	35	4
	Total Math	4.0	- .5	35	4
3	Mental Ability		- 2	48	5
½ Poverty			- 4.3	20.8	



## SHIDLER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.5	- .1	23	4
	Total Math	1.3	- .3	12	3
2	Total Reading	2.1	- .3	16	3
	Total Math	2.3	0	16	3
3	Total Reading	2.7	- .7	24	4
	Language	2.5	- 1.4	14	3
	Total Math	3.1	- .5	20	3
4	Total Reading	3.1	- 1.2	21	3
	Language	2.9	- 1.7	14	3
	Total Math	3.5	- 1.0	19	3
5	Total Reading	3.3	- 2.0	9	2
	Total Math	4.5	- .8	27	4
3	Mental Ability		-32	18	3
5	Mental Ability		-33	17	3
% Poverty			-42.2	58.7	

## SHIELDS HEIGHTS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-5tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .5	50	5
	Total Math	1.6	0	36	4
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.2	- .2	40	5
	Language	3.1	- .8	28	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.5	- .8	31	4
	Language	3.2	- 1.4	21	3
	Total Math	3.7	- .8	26	4
3	Mental Ability		-24	26	4
½ Poverty			-10.3	26.8	

## SPENCER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	2.0	+ .4	56	5
2	Total Reading	2.4	0	34	4
	Total Math	2.5	+ .2	38	4
3	Total Reading	3.2	- .2	40	5
	Language	3.4	- .55	38	4
	Total Math	3.6	0	40	5
4	Total Reading	3.8	- 0.5	40	5
	Language	3.6	- 1.0	29	4
	Total Math	---	-----	--	-
3	Mental Ability		- 7	43	5
% Poverty			- 6.9	23.4	

## STAND WATIE

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.6	0	26	4
	Total Math	1.4	- .2	20	3
2	Total Reading	2.3	- .1	28	4
	Total Math	2.4	+ .1	24	4
3	Total Reading	3.0	- .4	34	4
	Language	3.1	- .8	28	4
	Total Math	2.6	- 1.0	11	3
4	Total Reading	3.0	- 1.3	19	3
	Language	3.1	- 1.5	17	3
	Total Math	3.3	- 1.2	15	3
5	Total Reading	4.0	- 1.3	22	3
	Total Math	4.4	- .9	24	4
3	Mental Ability		-17	33	4
5	Mental Ability		-19	31	4
‡ Poverty			-16.3	32.8	

## STAR

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	36	5
	Total Math	1.6	0	40	5
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.4	+ .1	28	4
3	Total Reading	3.0	- .4	34	4
	Language	2.6	- 1.3	18	3
	Total Math	3.2	- .4	26	4
4	Total Reading	3.5	- .8	31	4
	Language	3.5	- 1.1	27	4
	Total Math	3.7	- .8	26	4
3	Mental Ability		-12	38	4
% Poverty			- 3.3	19.8	

## TYLER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.5	- .1	20	3
	Total Math	1.4	- .2	20	3
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.1	- .3	36	4
	Language	3.1	- .8	28	3
	Total Math	3.3	- .3	32	4
4	Total Reading	3.2	- 1.1	23	4
	Language	3.2	- 1.4	21	3
	Total Math	3.5	- 1.0	19	3
3	Mental Ability		-21	29	4
§ Poverty			-39.7	56.2	

## WESTWOOD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
1	Total Reading	2.0	+ .4	60	6
	Total Math	1.8	+ .2	48	5
2	Total Reading	2.5	+ .1	38	4
	Total Math	2.4	+ .1	28	4
3	Total Reading	3.1	- .3	36	4
	Language	3.5	- .4	40	5
	Total Math	3.5	- .1	38	4
4	Total Reading	3.6	- .7	34	4
	Language	4.0	- .6	37	4
	Total Math	3.9	- .6	32	4
3	Mental Ability		-12	38	4
% Poverty			-20.8	37.3	

## WHEELER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.7	+ .1	40	5
	Total Math	1.7	+ .1	42	5
2	Total Reading	2.2	- .2	20	3
	Total Math	2.4	+ .1	28	4
3	Total Reading	3.0	- .4	34	4
	Language	3.2	- .7	32	4
	Total Math	3.1	- .5	20	3
4	Total Reading	3.2	- 1.1	23	4
	Language	3.3	- 1.3	23	4
	Total Math	3.6	- .9	21	3
3	Mental Ability		-32	18	3
‡ Poverty			-23	39.5	



## WILLARD

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.5	- .1	23	4
	Total Math	1.5	- .1	28	4
2	Total Reading	2.2	- .2	20	3
	Total Math	2.3	0	20	3
3	Total Reading	2.3	- 1.1	12	3
	Language	2.3	- 1.6	10	2
	Total Math	2.6	- 1.0	11	3
4	Total Reading	2.8	- 1.5	15	3
	Language	2.9	- 1.7	14	3
	Total Math	3.2	- 1.3	11	3
3	Mental Ability		-32	18	3
% Poverty			-36.6	53.1	

## WILLOW BROOK

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.8	+ .2	42	5
	Total Math	1.5	- .1	32	4
2	Total Reading	2.5	+ .1	44	5
	Total Math	2.5	+ .2	34	4
3	Total Reading	3.0	- .4	34	4
	Language	3.1	- .8	28	4
	Total Math	3.2	- .4	26	4
4	Total Reading	3.5	- .8	31	4
	Language	3.6	- 1.0	29	4
	Total Math	3.8	- .7	29	4
3	Mental Ability	-	-10	40	5
$\frac{1}{2}$ Poverty			- 5.5	22.0	

## WILSON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
1	Total Reading	1.9	+ .3	50	5
	Total Math	1.7	+ .1	46	5
2	Total Reading	2.6	+ .2	48	5
	Total Math	2.7	+ .4	50	5
3	Total Reading	3.3	- .1	42	5
	Language	3.7	- .2	44	5
	Total Math	3.5	- .1	38	4
4	Total Reading	3.3	- 1.0	26	4
	Language	3.1	- 1.5	17	3
	Total Math	3.6	- .9	21	3
3	Mental Ability		-10	40	5
% Poverty			-24.5	41.0	

APPENDIX C  
FIFTH YEAR CENTERS

## TITLE I FIFTH YEAR CENTERS

## CRESTON HILLS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>ile</del> Rank</u>	<u>Average Stanine</u>
5	Total Reading	4.3	- 1.0	26	4
	Total Math	4.5	- .8	24	4
5	Mental Ability		-19	31	4
% Poverty			- .2	16.7	

## CULBERTSON

5	Total Reading	4.4	- .9	29	4
	Total Math	4.5	- .8	27	4
5	Mental Ability		-18	32	4
% Poverty			-25.1	41.6	

## DEWEY

5	Total Reading	5.8	+ .5	61	6
	Total Math	5.3	0	51	5
5	Mental Ability		+ 5	55	5
% Poverty			+ 5.0	11.5	

## DUNBAR

5	Total Reading	5.6	+ .3	55	5
	Total Math	5.5	+ .2	59	5
5	Mental Ability		+ 9	59	5
% Poverty			- 3.0	19.5	

## EDISON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
5	Total Reading	5.3	0	49	5
	Total Math	5.1	- .2	44	5
5	Mental Ability		- 5	45	5
% Poverty			- 8.2	24.7	

## EDWARDS

5	Total Reading	5.1	- .2	46	5
	Total Math	5.1	- .2	44	5
5	Mental Ability		- 8	42	5
% Poverty			+ 2.0	14.5	

## GARDEN OAKS

5	Total Reading	4.8	- .5	37	4
	Total Math	4.7	- .6	33	4
5	Mental Ability		-14	36	4
% Poverty			- 6.6	23.1	

## GREEN PASTURES

5	Total Reading	4.3	- 1.0	26	4
	Total Math	4.7	- .6	33	4
5	Mental Ability		-18	32	4
% Poverty			-18.8	35.5	

## HARMONY

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
5	Total Reading	4.5	- .8	31	4
	Total Math	4.7	- .6	33	4
5	Mental Ability		-12	38	4
% Poverty			- 7.7	24.2	

## LINCOLN

5	Total Reading	4.9	- .4	40	5
	Total Math	5.0	- .3	44	5
5	Mental Ability		- 7	43	5
% Poverty			-26.7	43.2	

## LONGFELLOW

5	Total Reading	4.9	- .4	40	5
	Total Math	4.8	- .5	37	4
5	Mental Ability		- 7	43	5
% Poverty			+ 4.9	11.6	

## PAGE

5	Total Reading	4.2	- 1.1	24	4
	Total Math	4.3	- 1.0	21	3
5	Mental Ability		-26	24	4
% Poverty			-38.9	55.4	

## PARKER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
5	Total Reading	4.2	- 1.1	24	4
	Total Math	4.6	- .7	30	4
5	Mental Ability		-18	32	4
% Poverty			- 5.4	21.9	

## POLK

5	Total Reading	5.2	- .1	46	5
	Total Math	5.2	- .1	48	5
5	Mental Ability		- 7	43	5
% Poverty			- 8.1	24.6	

## TRUMAN

5	Total Reading	4.3	- 1.0	26	4
	Total Math	4.6	- .7	30	4
5	Mental Ability		-18	32	4
% Poverty			-11.2	27.7	

## WOODSON

5	Total Reading	4.5	- .8	31	4
	Total Math	4.5	- .8	27	4
5	Mental Ability		-19	31	4
% Poverty			-22.9	39.4	



APPENDIX D  
MIDDLE SCHOOLS

## CAPITOL HILL

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	4.9	- 1.7	20	3
	Language	4.3	- 2.7	11	3
	Total Math	5.1	- 1.5	18	3
7	Total Reading	5.7	- 1.6	28	4
	Language	5.4	- 2.4	24	4
	Total Math	5.9	- 1.4	24	4
8	Total Reading	6.4	- 2.0	24	4
	Language	5.1	- 3.9	12	3
	Total Math	6.9	- 1.3	28	4
7	Mental Ability		-16	34	4
% Poverty			- 9.3	25.8	

## CENTRAL

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	5.0	- 1.6	22	3
	Language	4.3	- 2.7	11	3
	Total Math	5.2	- 1.4	20	3
7	Total Reading	5.6	- 1.7	26	4
	Language	5.7	- 2.1	29	4
	Total Math	6.0	- 1.3	27	4
8	Total Reading	6.4	- 2.0	24	4
	Language	5.9	- 3.1	18	3
	Total Math	6.9	- 1.3	28	4
7	Mental Ability		-20	30	4
% Poverty			-15.9	32.4	

## EISENHOWER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
6	Total Reading	5.8	- .8	36	4
	Language	5.1	- 1.9	20	3
	Total Math	6.2	- .4	42	5
7	Total Reading	6.7	- .6	44	5
	Language	6.2	- 1.6	37	4
	Total Math	7.1	- .2	48	5
8	Total Reading	7.1	- 1.3	32	4
	Language	6.4	- 2.6	28	4
	Total Math	7.5	- .7	36	4
7	Mental Ability		- 6	44	5
% Poverty			+ 9	7.5	

## HARDING

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	5.5	- 1.1	28	4
	Language	4.6	- 2.4	14	3
	Total Math	5.3	- 1.3	22	3
7	Total Reading	6.2	- 1.1	34	4
	Language	5.4	- 2.4	24	4
	Total Math	5.9	- 1.4	24	4
8	Total Reading	6.9	- 1.5	30	4
	Language	5.7	- 3.3	16	3
	Total Math	6.9	- 1.3	28	4
7	Mental Ability		-10	40	5
% Poverty			+ 2.1	14.4	

## HOOVER

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<del>tile</del> Rank</u>	<u>Average Stanine</u>
6	Total Reading	6.4	- .2	46	5
	Language	5.1	- 1.9	20	3
	Total Math	6.2	- .4	42	5
7	Total Reading	7.3	0	52	5
	Language	7.2	- .6	47	5
	Total Math	7.6	+ .3	57	5
8	Total Reading	8.0	- .4	44	5
	Language	7.0	- 2.0	28	4
	Total Math	8.3	+ .1	50	5
7	Mental Ability		+ 8	58	5
‡ Poverty			+ 5.8	10.7	

## JACKSON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\%</math>tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	4.9	- 1.7	20	3
	Language	4.0	- 3.0	8	2
	Total Math	5.1	- 1.5	18	3
7	Total Reading	5.0	- 2.3	20	3
	Language	5.1	- 2.7	20	3
	Total Math	5.4	- 1.9	18	3
8	Total Reading	6.6	- 1.8	26	4
	Language	5.7	- 3.3	16	3
	Total Math	6.8	- 1.4	26	4
7	Mental Ability		-20	30	4
% Poverty			-11.6	28.1	

## JEFFERSON

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	5.8	- .8	36	4
	Language	5.1	- 1.9	20	3
	Total Math	5.9	- .7	36	4
7	Total Reading	6.7	- .6	44	5
	Language	6.2	- 1.6	37	4
	Total Math	7.1	- .2	48	5
8	Total Reading	7.4	- 1.0	38	4
	Language	7.0	- 2.0	28	4
	Total Math	8.0	- .2	46	5
7	Mental Ability		0	50	5
% Poverty			+10.3	6.2	



## ROGERS

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	4.9	- 1.7	20	3
	Language	4.3	- 2.7	11	3
	Total Math	5.2	- 1.4	20	3
7	Total Reading	5.7	- 1.6	28	4
	Language	5.6	- 2.2	26	4
	Total Math	6.0	- 1.3	27	4
8	Total Reading	6.7	- 1.4	28	4
	Language	6.2	- 2.8	22	3
	Total Math	6.9	- 1.3	28	4
7	Mental Ability		-14	36	4
% Poverty			- 1.8	18.3	

## ROOSEVELT

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-%tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	5.5	- 1.1	28	4
	Language	4.8	- 2.2	16	3
	Total Math	5.4	- 1.2	24	4
7	Total Reading	6.0	- 1.3	30	4
	Language	5.7	- 2.1	29	4
	Total Math	6.4	- .9	32	4
8	Total Reading	6.9	- 1.5	30	4
	Language	5.7	- 3.3	16	3
	Total Math	7.5	- .7	36	4
7	Mental Ability		-10	40	5
% Poverty			- 3.4	13.1	

## TAFT

<u>Grade</u>	<u>Subtest</u>	<u>Mean Grade Equivalent</u>	<u>Distance From National Norm</u>	<u>Mid-<math>\frac{1}{2}</math>tile Rank</u>	<u>Average Stanine</u>
6	Total Reading	5.7	- .9	34	4
	Language	4.8	- 2.2	16	3
	Total Math	5.7	- .9	32	4
7	Total Reading	6.4	- .9	38	4
	Language	6.2	- 1.6	37	4
	Total Math	6.6	- .7	35	4
8	Total Reading	7.3	- 1.1	34	4
	Language	6.4	- 2.6	24	4
	Total Math	7.8	- .4	42	5
7	Mental Ability		- 8	42	5
% Poverty			+ .2	16.3	